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ABSTRACT

This guide provides the instructor with materials for a barber/cosmetologist program. Seventeen study guides are provided: anatomy and physiology; applied chemistry; chemical straightening/relaxing; chemical waving; electricity and light therapy; facial services; hair coloring and lightening (bleach); hair cutting; hair, skin, and nail disorders; hair styling; implements and equipment; manicuring; professionalism; sanitation; scalp treatments; shampooing; and shaving. Each study guide consists of 1 to 14 modules. Components provided for each module are the competency and instructional objectives. Learning activities and evaluation methods have been left to the instructor's discretion to allow for differences in teaching methods and lab facilities. The study guides are suitable for copying for student use, after the instructor has filled in intended learning activities and evaluation methods. The curriculum is designed to allow for flexibility in teaching the modules, so that the instructor may choose to teach several modules from a study guide in one semester and the other modules in the second or third semester. (YLB)

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BARBER/COSMETOLOGIST CURRICULUM

PROGRAM INFORMATION

August 1988

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USE OF THIS GUIDE

The purpose of this guide is to assist Barber/Cosmetologist instructors in providing uniformly high caliber instruction to their students. It provides the necessary competencies and instructional objectives to be mastered by the students. Learning activities and evaluation methods have intentionally been left to the instructor's discretion to allow for differences in teaching methods and lab facilities. So, before making copies of these study guides for students, the instructor should fill in his/her intended learning activities and evaluation methods.

It is not intended that the study guides necessarily be taught all at once. The instructor may choose to teach one or two modules from the Shampooing study guide in one semester and finish the last few modules in the second or third semester. The curriculum has been designed to allow for such flexibility.

However, it probably works best to photocopy all of the study guides at once for students, then they can merely be referred to the appropriate module and page number in a particular study guide. Students would keep the study guide for the entire length of the program. By the end of the program, students will have completed all of the study guides, although not necessarily in the order in which they appear.

ANATOMY AND PHYSIOLOGY

STUDY GUIDE

INTRODUCTION

In this study guide the student will apply knowledge of histology, anatomy, and physiology to evaluate clients' needs, recommend appropriate products and procedures, and perform services.

It is divided into seven areas:

- Skin
- Hair
- Skeletal system
- Muscular system
- Nervous system
- Circulatory system
- Endocrine, excretory, respiratory, and digestive systems

MODULE 1: SKIN

COMPETENCY:
Analyze skin, its purposes and properties.

INSTRUCTIONAL OBJECTIVES:
1. Describe the purpose of the skin.
2. Define the properties of healthy skin.
3. Differentiate between the skin's two main divisions and describe the layers in each.
4. Classify the nerves of the skin.
5. Explain skin elasticity and color.
6. Explain the importance of two types of duct glands and their purpose.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: HAIR

COMPETENCY:
Analyze hair, its purposes and properties.

INSTRUCTIONAL OBJECTIVES:
1. Define hair papilla and explain its importance to hair growth, growth patterns and replacement.
2. Define the purpose of hair, its layers, shapes, density and distribution.
3. Differentiate between hair texture, porosity, and elasticity.
4. Describe hair's chemical composition and its relationship to hair color.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 3: SKELETAL SYSTEM

COMPETENCY:
Analyze the skeletal system and explain its function.

INSTRUCTIONAL OBJECTIVES:
1. Define terminology related to the skeletal system.
2. Give anatomical names associated with bones of the head, face, neck, chest, shoulders, arms and hands.
3. Recognize and explain the importance of knowing specific bones for such services as designing, cutting, styling, combing, and sectioning.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: MUSCULAR SYSTEM

COMPETENCY:
Analyze the muscular system and explain its purpose.

INSTRUCTIONAL OBJECTIVES:
1. Define terminology related to the muscular system.
2. Give anatomical names associated with muscles of the head, face, neck, chest, shoulders, arms and hands.
3. Recognize and explain the importance of knowing specific muscles for such services as facials, shampooing, scalp treatments, and manicuring.
4. Describe the benefits of relaxation and stimulation derived from massage, moist heat, electrical and mechanical equipment.
5. Describe the adverse effects of excessive massage, heat, cold, and electrical and mechanical equipment.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 5: NERVOUS SYSTEM

COMPETENCY:
Analyze the nervous system and explain its purpose.

INSTRUCTIONAL OBJECTIVES:
1. Define terminology related to the nervous system.
2. Give anatomical names associated with nerves of the head, face, neck, arm, and hand.
3. Recognize and explain the importance of knowing specific nerves for such services as facials, shampooing, scalp treatments, and manicuring.
4. Describe nerves of particular interest to the barber/cosmetologist.
5. Describe the benefits of stimulation and relaxation on the nervous system from massage, and electrical and mechanical equipment.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 6: THE CIRCULATORY SYSTEM

COMPETENCY:
Analyze the circulatory system and explain its purpose.

INSTRUCTIONAL OBJECTIVES:
1. Define terminology relating to the circulatory system.
2. Name arteries and veins that provide blood to the head, face, neck, arms and hands.
3. Describe the function of blood in promoting healthy skin, hair, and nails.
4. Describe the benefits of blood stimulation by use of massage, and electrical and mechanical equipment.
5. Describe the adverse effects on skin, hair, and nails resulting from lack of blood supply.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 7: THE ENDOCRINE, EXCRETORY, RESPIRATORY, AND DIGESTIVE SYSTEMS, THEIR ORGANS AND FUNCTIONS

COMPETENCY:
Analyze the endocrine, excretory, respiratory, and digestive systems, their organs and functions.

INSTRUCTIONAL OBJECTIVES:
1. Describe the importance of properly functioning endocrine, excretory, respiratory, and digestive systems to personal health.
2. Describe the effects of personal health when the above systems are not functioning properly.
3. Relate good nutritional practices to healthy hair, skin, scalp and nails.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

APPLIED CHEMISTRY

STUDY GUIDE

MODULE 1: SHAMPOO

COMPETENCY:
Select and use shampoos and shampoo related products.

INSTRUCTIONAL OBJECTIVES:
1. Define terminology related to shampooing.
2. List the basic types of shampoos and conditioners.
3. Explain the physical and chemical changes that occur in the hair during a shampoo.
4. Explain the pH factor and its relation to shampooing.
5. Identify the pH factor of various shampoo related products.
6. Differentiate between an acid shampoo and an alkaline shampoo.
7. Describe the substance of shampoo and its cleansing action.
8. Explain the action of the head and tail of the shampoo molecule.
9. Identify and differentiate among liquid, soap and soapless shampoos.
10. Describe testing procedures of shampoos in order to make the proper selection.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: SCALP TREATMENT PRODUCTS

COMPETENCY:
Select and use scalp treatment products.

INSTRUCTIONAL OBJECTIVES:
1. Define chemical terminology used in scalp treatments.
2. List the chemicals used in various scalp treatment products.
3. Recognize scalp conditions that need attention.
4. Explain the effects various scalp treatment products have on the scalp.
5. Explain the pH factor and its relationship to scalp treatment products.
6. Identify the pH factor of various scalp treatment products.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 3: COSMETIC PRODUCTS

COMPETENCY:
Select and use cosmetic products.

INSTRUCTIONAL OBJECTIVES:
1. Define chemical terminology used in cosmetic chemistry.
2. List the chemical compositions of various cosmetic products.
3. Explain the physical and chemical changes of the skin when exposed to cosmetics.
4. Explain the pH factor and its relation to cosmetics.
5. Identify the pH factor of various cosmetic products.
6. Explain the reaction of the skin to acid and alkaline products.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: HAIRCOLORING

COMPETENCY:
Select and use chemicals directly related to haircoloring.

INSTRUCTIONAL OBJECTIVES:
1. Define chemical terminology used in haircoloring.
2. List the chemical compositions of various haircoloring products.
3. Explain the physical and chemical changes that occur in the hair when changed chemically by haircoloring.
4. Explain the pH factor and its relation to haircoloring.
5. Identify the pH factor of various haircoloring products.
6. Describe the composition of hair and hair bonds.
7. Explain the physical and chemical bonds of hair.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 5: PERMANENT WAVING

COMPETENCY:
Select and use chemicals directly related to permanent waving.

INSTRUCTIONAL OBJECTIVES:
1. Define chemical terminology used in permanent waving.
2. List the chemical compositions of various permanent waving products.
3. Explain the physical and chemical changes that occur in the hair when changed chemically by permanent waving.
4. Explain the pH factor and its relation to permanent waving.
5. Identify the pH factor of various permanent waving products.
6. Differentiate between various types of permanent wave solutions.
7. Identify the chemical "thio" (ammonium thioglycolate) and its use in permanent waving.
8. Describe neutralizing solutions and their uses in permanent waving.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 6: HAIR RELAXING/STRAIGHTENING

COMPETENCY:
Select and use chemicals directly related to hair relaxing/ straightening.

INSTRUCTIONAL OBJECTIVES:
1. Define chemical terminology used in hair relaxing/ straightening.
2. List the chemical compositions of various hair relaxing/ straightening products.
3. Explain the physical and chemical changes that occur in the hair when changed chemically by hair relaxing/ straightening.
4. Explain the pH factor and its relation to hair relaxing/ straightening.
5. Identify the pH factor of various hair relaxing/straightening products.
6. Differentiate among the following chemicals: ammonium thioglycolate, sodium hydroxide, calcium hydroxide, and potassium hydroxide.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

CHEMICAL STRAIGHTENING/RELAXING

STUDY GUIDE

MODULE 1: HAIR STRAIGHTENING/RELAXING PRODUCTS

COMPETENCY:
Differentiate among hair straightening/relaxing products.

INSTRUCTIONAL OBJECTIVES:
1. Define terminology used in chemical straightening/ relaxing.
2. Identify the various classifications of straighteners/ relaxers.
3. Identify the principal actions of the ingredients in straightening/relaxing products.
4. Arrange straightener/relaxer products in order of strength.
5. List the various products used in chemical straightening/ relaxing.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: CHOOSING APPROPRIATE PRODUCTS

COMPETENCIES:

1. Analyze hair and consult with client to determine the appropriate chemical relaxing products and techniques.
2. Select appropriate products.

INSTRUCTIONAL OBJECTIVES:

1. Correct the porosity of the hair to be straightened to the straightener/relaxer selected.
2. Identify the elasticity of the hair to determine the proper strength of the solution used.
3. Outline the chemical compositions of professional hair straighteners/relaxers.
4. Identify the strengths of straightener/relaxer solutions including hydroxides and thio.
5. Describe the effects of different ingredients on the chemical bonds of the hair.
6. Identify the pH of various solutions used.
7. Select the appropriate product based on the condition of the hair.
8. Perform a chemical relaxer strand test to determine the effect of the chemical on the hair.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

MODULE 3: SAFETY AND SANITATION

COMPETENCY:
Follow safe, sanitary straightening/relaxing procedures.

INSTRUCTIONAL OBJECTIVES:
1. List safety precautions to follow to ensure the protection of the client.
2. Adjust the cotton for proper placement on the client.
3. Explain how to correct disorders of the hair with proper conditioners.
4. Identify safety precautions for various types of perms.
5. Explain the importance of following the manufacturer's specifications for a product.
6. Describe proper first aid procedures for straightening/relaxing.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: RELAX AND STRAIGHTEN HAIR

COMPETENCY:
Relax and straighten the hair.

INSTRUCTIONAL OBJECTIVES:
1. Prepare the client for the service.
2. Assemble the products to be used to perform the service.
3. Apply the products in the proper sequence as listed in the manufacturer's instruction packet.
4. Perform the steps in the neutralizing process.
5. Follow the safety precautions after applying the chemical straightener.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

CHEMICAL WAVING

STUDY GUIDE

MODULE 1: HAIR AND SCALP CONDITIONS

COMPETENCY:
Analyze hair and scalp conditions to select the proper permanent waves for each client.

INSTRUCTIONAL OBJECTIVES:
1. Identify abrasions and irritations on the scalp.
2. Choose a permanent wave based on different hair and scalp conditions.
3. Explain how to remove excess product build-up on the client's hair prior to permanent waving.
4. List the two main chemicals used in permanent waving and the reaction of each.
5. Summarize precautions that should be taken when waving tinted, bleached or damaged hair.

LEARNING ACTIVITIES:
(Write the learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: SAFETY AND SANITATION IN PERMANENT WAVES

COMPETENCY:
Follow safe, sanitary permanent wave procedures.

INSTRUCTIONAL OBJECTIVES:
1. List safety precautions to follow to ensure the protection of the client.
2. Adjust the cotton for proper placement on the client.
3. Explain how to correct disorders of the hair with proper conditioners.
4. Identify safety precautions for various types of perms.
5. Describe proper first aid procedures for permanent waving.
6. Explain the importance of following the manufacturer's specifications for a product.

LEARNING ACTIVITIES:
(Write the learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 3: PERMANENT WAVE SOLUTIONS

COMPETENCY:
Differentiate among the various types of permanent wave solutions.

INSTRUCTIONAL OBJECTIVES:
1. List differences among the various types of permanent wave solutions.
2. Identify the proper rod tension for each classification of permanent.
3. Discuss how to adjust the test curl to the type of permanent wave used.
4. Classify permanent waves according to their acid/alkaline content.
5. Identify chemicals used in a reconstructive permanent wave.

LEARNING ACTIVITIES:
(Write the learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: PERMANENT WAVES

COMPETENCIES:

1. Give a permanent wave using basic sectioning procedures.
2. Give a permanent wave using special wraps such as body waves, end permanents, root permanents, stacked permanents, and reconstructive permanents.

INSTRUCTIONAL OBJECTIVES:

1. Define terminology used in permanent waving.
2. List the step by step instructions for every phase of the permanent wave process: sectioning, wrapping, and application of the solutions.
3. Describe various permanent wave patterns.
4. Block, section and sub-section for various permanent wave patterns.
5. Prepare client for the permanent wave.
6. Identify the chemicals used in permanent wave solutions and neutralizers and the part each one plays.
7. Differentiate between basic wraps and special wraps.
8. Wind the hair properly using basic and special wraps.
9. Compare the predicted results of a permanent wave with the final results.

LEARNING ACTIVITIES:

(Write the learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

MODULE 5: TEST CURLS

COMPETENCIES:

1. Read a test curl.
2. Recognize and avoid over-processing and under-processing.

INSTRUCTIONAL OBJECTIVES:

1. Identify factors that affect processing time.
2. Relate the timing sequence and the condition of the hair to the processing and end result.
3. List what to look for when taking a test curl using various types of rods.
4. Differentiate between over-processed curls and under-processed curls.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

ELECTRICITY AND LIGHT THERAPY

STUDY GUIDE

MODULE 1: INTRODUCTION TO ELECTRICITY AND LIGHT THERAPY

COMPETENCY:
Use electricity and light therapy to produce different effects on the human body.

INSTRUCTIONAL OBJECTIVES:
1. Define terminology used in electricity and light therapy.
2. Explain the basic principles of electricity and light therapy.
3. Describe how electricity and light therapy can be used to meet client needs.
4. List safety rules and sanitation regulations for electricity and light therapy.
5. Describe the basic principles of light rays.
6. Identify various rays and their uses.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

FACIAL SERVICES

STUDY GUIDE

MODULE 1: INTRODUCTION TO FACIALS

COMPETENCIES:

1. Define and apply technical terminology related to facials.
2. Recommend facials to clients.

INSTRUCTIONAL OBJECTIVES:

1. Identify the purpose of facials.
2. Identify safety and sanitation procedures.
3. Itemize the benefits of facial treatments.
4. Differentiate between preservative and corrective facial services.
5. Locate main bones, muscles, and nerves affected during a facial.
6. Explain the differences between masks and facials.
7. Explain the function of cosmetic ingredients in facials.
8. Identify the six main massage movements used during a facial and describe their benefits.
9. Assess and suggest a suitable facial for individual skin types.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

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MODULE 2: CLIENT PREPARATION

COMPETENCY:
Prepare client for facial.

INSTRUCTIONAL OBJECTIVES:
1. Seat and drape client for a plain facial.
2. Analyze and consult with client to select appropriate facial for skin condition.
3. Prepare supplies needed in a sanitary manner.
4. Create a quiet, relaxing atmosphere.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

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MODULE 3: BASIC FACIALS TREATMENTS

COMPETENCY:
Give a basic facial treatment.

INSTRUCTIONAL OBJECTIVES:
1. Follow safety and sanitation procedures.
2. Using facial creams, fingers, and tissues cleanse the face and apply massage cream.
3. Perform facial manipulations using soothing massage movements, locating motor points and maintaining continuous contact and even tempo.
4. Remove creams.
5. Apply light therapy.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: EYEBROW SHAPING

COMPETENCIES:

1. Shape eyebrows.
2. Apply artificial eyelashes.

INSTRUCTIONAL OBJECTIVES:

1. Analyze and consult with client to determine shape of brows.
2. Follow safety and sanitation procedures.
3. Apply antiseptic before, during and after arching.
4. Hold skin taut.
5. Tweeze excess hair in direction of growth.
6. Identify various types of lashes.
7. Describe eyelash application procedures.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

MODULE 5: SUPERFLUOUS HAIR REMOVAL

COMPETENCIES:

1. Define and use technical terminology related to performing superfluous hair removal services.
2. Remove superfluous hair using physical and chemical means.

INSTRUCTIONAL OBJECTIVES:

1. List the safety and sanitation procedures for hair removal.
2. Explain temporary (shaving, waxing, tweezing, and chemical depilatory) and permanent (electrolysis) means of hair removal.
3. List the procedures for removing superfluous hair.
4. Apply safety and sanitation procedures.
5. Remove hair by tweezing.
6. Remove hair by using wax depilatory.
7. Remove hair through chemical means.
8. Remove hair by shaving.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

MODULE 6: MASKS AND PACKS

COMPETENCY:
Give a mask/pack treatment.

INSTRUCTIONAL OBJECTIVES:
1. Cleanse client's face.
2. Select mask/pack according to client's skin type.
3. Apply and remove mask/pack following manufacturers directions.
4. Apply light therapy.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 7: MAKE-UP

COMPETENCIES:

1. Define and use technical terminology related to facial make-up.
2. Apply facial make-up.

INSTRUCTIONAL OBJECTIVES:

1. List safety and sanitary precautions for applying make-up.
2. Describe factors involved in selecting complimentary make-up application.
3. Explain the composition of make-up cosmetics.
4. Analyze client facial structure and skin tone.
5. Use safety and sanitation procedures.
6. After cleansing face, apply moisturizer.
7. Contour face with complimentary color, highlighting, and shadowing.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

HAIR COLORING AND LIGHTENING (BLEACH)

STUDY GUIDE

MODULE 1: SAFETY AND SANITATION

COMPETENCY:
Follow hair coloring safety and sanitation procedures.

INSTRUCTIONAL OBJECTIVES:
1. Use tools and instruments in a safe and sanitary manner.
2. Administer the necessary predisposition test.
3. Examine the scalp for cuts, abrasions, or other disorders.
4. Explain the effect powder bleach has on the skin.
5. Describe the chemical alteration that occurs when bleach is applied to permed hair.
6. Explain how bleach alters the chemical bonds of the hair.
7. Explain why bleached hair must be acidified.
8. Explain the importance of following the manufacturer's instructions for a product.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: TERMINOLOGY

COMPETENCY:
Use and interpret technical terminology related to hair coloring and lightening (bleach).

INSTRUCTIONAL OBJECTIVES:
1. Define and explain terms used in hair coloring and lightening (bleach).
2. Define and explain the classifications of hair coloring and lightening (bleach).
3. Describe the "law of color."
4. Identify the products used in hair coloring and lightening (bleach).
5. Describe hair pigment deposit and lift.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

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MODULE 3: CLIENT PREPARATION

COMPETENCY:
Prepare the client for hair coloring services.

INSTRUCTIONAL OBJECTIVES:
1. Properly greet the client.
2. Safely seat the client.
3. Apply the linen set-up appropriate to the task.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: CLIENT CONSULTATION

COMPETENCY:
Analyze and consult with the client to select appropriate hair color and hair coloring products.

INSTRUCTIONAL OBJECTIVES:
1. Examine condition of the scalp.
2. Determine client's natural hair color.
3. Show the client the various options of color swatches to determine desired color.
4. Make recommendations to the client.
5. Prepare proper mixture of products. (To include lighteners, bleaches, semi-permanent color, permanent color and toners.)

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 5: HAIR COLOR APPLICATION

COMPETENCY:
Apply temporary, semi-permanent and permanent hair color using basic procedure patterns.

INSTRUCTIONAL OBJECTIVES:
1. Select the appropriate method of application (brush-on, applicator bottle, comb on, etc.).
2. Pre-section hair as necessary.
3. Apply temporary rinse.
4. Apply semi-permanent and permanent hair color to virgin hair.
5. Apply semi-permanent and permanent hair color to out growth.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 6: HAIR LIGHTENING AND TONING APPLICATION

COMPETENCY:
Apply hair lightening and toning products using basic application techniques.

INSTRUCTIONAL OBJECTIVES:
1. Select and apply the appropriate method of application (brush-on, applicator bottle, comb-on, etc.).
2. Pre-section the hair as necessary.
3. Apply lightener to virgin hair.
4. Apply lightener to out growth.
5. Apply toners to properly pre-lighten the hair.
6. Demonstrate how to mix various types of bleach.
7. Explain and demonstrate various types of highlighting and lowlighting.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 7: CORRECTIVE HAIR COLORING

COMPETENCY:
Perform corrective hair coloring procedures.

INSTRUCTIONAL OBJECTIVES:
1. Identify various methods of color correction.
2. Select appropriate product for color correction.
3. Demonstrate methods of color correction.
4. Strip color as necessary.
5. Apply color as appropriate.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

HAIR CUTTING

STUDY GUIDE

MODULE 1: CLIENT CONSULTATION

COMPETENCY:
Analyze and consult with client to determine appropriate style and cut for individual needs.

INSTRUCTIONAL OBJECTIVES:
1. Define hair texture and growth patterns of the client.
2. Relate the hair shape proportionately to the head, face, and neck.
3. Define terminology used in hair cutting.
4. Define angles, lines, distribution, and texture of hair as they relate to hair cutting.
5. List the implements that can be used to give a haircut.
6. Explain the factors involved in selecting a complimentary haircut.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: SAFETY AND SANITATION

COMPETENCIES:

1. Follow safe and sanitary procedures.
2. Prepare client for hair cutting service.

INSTRUCTIONAL OBJECTIVES:

1. Properly greet the client.
2. Safely seat the client..
3. Apply the linen set-up appropriate to the task.
4. List safety rules for hair shaping.
5. List and demonstrate sanitation procedures for all hair cutting tools.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

MODULE 3: SOLID TEXTURE HAIRCUTS

COMPETENCY:
Give haircuts with solid textures using razor, shears or clipper.

INSTRUCTIONAL OBJECTIVES:
1. Presection the hair as necessary.
2. Choose correct projection angles, elevations, guide or design line, and distribution of hair.
3. Cut hair using razor, shears, and clipper.
4. Demonstrate texturizing techniques using razor and shears.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: GRADUATED TEXTURE HAIRCUTS

COMPETENCY:
Give haircuts with graduated textures using razor, shears, or clipper.

INSTRUCTIONAL OBJECTIVES:
1. Presection the hair as necessary.
2. Choose correct projection angles, guide or design line, and distribution of hair.
3. Demonstrate various graduated cuts using razor, shears and clipper.
4. Demonstrate texturizing techniques using razor and shears.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 5: INCREASED LAYERED TEXTURES

COMPETENCY:
Give haircuts with increased layered textures using razor, shears and clipper.

INSTRUCTIONAL OBJECTIVES:
1. Presection the hair as necessary.
2. Choose correct projection angles, guide or design line, and distribution of hair.
3. Demonstrate various increased layered cuts using razor, shears, and clipper.
4. Demonstrate texturizing techniques using razor and shears.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 6: UNIFORM LAYER HAIRCUTS

COMPETENCY:
Give haircuts with uniform layers using razor, shears and clipper.

INSTRUCTIONAL OBJECTIVES:
1. Presection the hair as necessary.
2. Choose correct projection angles, guide or design line, and distribution of hair.
3. Demonstrate various uniform cuts.
4. Demonstrate texturizing techniques using razor and shear.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 7: COMBINATION TEXTURE HAIRCUTS

COMPETENCY:
Give haircuts with a combination of textures using razor, shears and clipper.

INSTRUCTIONAL OBJECTIVES:
1. Presection the hair as necessary.
2. Demonstrate combinations of solid and layered cuts.
3. Demonstrate combinations of graduated and layered cuts.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 8: CLIPPER/COMB AND SHEARS/COMB TECHNIQUES

COMPETENCY:
Give haircuts using clipper over comb and shears over comb techniques.

INSTRUCTIONAL OBJECTIVES:
1. Demonstrate a graduated cut using a clipper.
2. Demonstrate uniform layered cuts using clipper over comb and shears over comb techniques.
3. Create a flat top.
4. Remove excess hair from hairline using appropriate tools.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

HAIR, SKIN, AND NAIL DISORDERS

STUDY GUIDE

MODULE 1: DISORDER IDENTIFICATION, EVALUATION, AND CONSULTATION

COMPETENCY:
Identify, evaluate and advise clients regarding disorders of the hair, skin and nails.

INSTRUCTIONAL OBJECTIVES:
1. Define and apply terminology relating to hair, skin and nail disorders.
2. Describe common disorders of the hair.
3. Describe common disorders of the skin.
4. Describe common disorders of the nails.
5. Explain appropriate procedures for the treatable disorders of the hair, skin, and nails.
6. List general causes of diseases of the hair and scalp.
7. Determine which disorders require treatment by the cosmetologist/barber and what type of treatment is necessary.
8. Recognize signs and symptoms of various disorders.

HAIR STYLING

STUDY GUIDE

MODULE 2: CLIENT PREPARATION

COMPETENCY:
Prepare client for hair styling service.

INSTRUCTIONAL OBJECTIVES:
1. Seat client at station.
2. Drape client.
3. Remove tangles from client's hair.
4. Discuss appropriate style with client.
5. Choose appropriate tools and equipment.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 3: ROLLER PLACEMENT TECHNIQUES

COMPETENCY:
Create hairstyles using roller placement techniques.

INSTRUCTIONAL OBJECTIVES:
1. Select and apply proper styling products.
2. Form shapings to guide roller settings.
3. Demonstrate volume and indentation roller control.
4. Perform curvature setting patterns.
5. After drying, arrange hair patterns with and without backcombing.
6. Use finishing products to enhance style.
7. Evaluate results.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 1: INTRODUCTION TO HAIR STYLING

COMPETENCIES:

1. Use and interpret technical terminology related to hair styling.
2. Analyze the hair and consult with client to determine appropriate style.

INSTRUCTIONAL OBJECTIVES:

1. Define terminology used in hair styling.
2. List safety and sanitary regulations for hair styling.
3. List factors involved in selecting a complementary style.
4. Recognize basic angles and direction fundamentals in hair styling.
5. Identify methodology for setting and styling hair using manual and mechanical means.
6. Describe the challenges various hair textures, growth patterns and lengths will present to the barber/cosmetologist.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

MODULE 4: PIN CURLING TECHNIQUES

COMPETENCY:
Create hairstyles using pin curling techniques.

INSTRUCTIONAL OBJECTIVES:
1. Select and apply proper styling products.
2. Shape, form and pin various types of pin curls in a design plan.
3. After drying, arrange hair with and without backcombing.
4. Arrange hair with and without finishing products.
5. Evaluate results.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 5: ROLLER AND PIN CURL COMBINATIONS

COMPETENCY:
Combine roller and pin curling techniques to create hairstyles.

INSTRUCTIONAL OBJECTIVES:
1. Select and apply proper styling aids.
2. Combine various roller and pin curl design patterns.
3. After drying, arrange hair patterns with and without backcombing.
4. Use finishing products to enhance style.
5. Evaluate results.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 6: BLOW DRY HAIR STYLES

COMPETENCY:
Create a blow dry hairstyle.

INSTRUCTIONAL OBJECTIVES:
1. Remove excess moisture from the hair.
2. Use blow dryer, fingers, and/or implements to achieve complimentary styles that include volume, indentation, waves and/or curls.
3. Use finishing aids to enhance the style.
4. Evaluate the results.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 8: HOT IRON TECHNIQUES

COMPETENCY:
Create hairstyles using hot iron techniques.

INSTRUCTIONAL OBJECTIVES:
1. Check to make sure hair is completely dry.
2. Follow safety and sanitation procedures.
3. Select techniques appropriate to different lengths of hair.
4. Create special effects styles including end curls, spiral curls, crimping and waving.
5. Use finishing aids to enhance the style.
6. Evaluate the results.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 9: BRAIDING

COMPETENCY:
Create hairstyles using braiding techniques.

INSTRUCTIONAL OBJECTIVES:
1. Prepare hair for braiding.
2. Demonstrate visible french braiding.
3. Demonstrate invisible french braiding.
4. Vary braiding designs according to individual preferences.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 10: FINGER WAVING TERMINOLOGY

COMPETENCY:
Use and interpret terminology related to fingerwaving.

INSTRUCTIONAL OBJECTIVES:
1. Explain the importance of fingerwaving in relation to hair style.
2. Identify the various parts of the fingerwave.
3. Discriminate between the direction of shaping and the ridges which make up the fingerwave.
4. Describe the importance of molding in preparation for fingerwaving.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 11: HAIR SHAPING WITH FINGERS, COMB AND LOTION

COMPETENCY:
Shape hair into alternative waves with the aid of fingers, comb and waving lotion.

INSTRUCTIONAL OBJECTIVES:
1. Apply waving lotion to the hair.
2. Distribute hair evenly and mold hair for shaping.
3. Make complete finger waves following natural growth and forming uniform spacing.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 12: WIGS AND HAIRPIECES

COMPETENCY:
Fit, clean, set, cut, and style wigs and hairpieces.

INSTRUCTIONAL OBJECTIVES:
1. Identify types of wigs and hairpieces.
2. Describe the materials and methods used in wig making.
3. Explain how to fit a wig or hairpiece.
4 Apply sanitation and safety procedures while working with wigs and hairpieces.
5. Summarize the differences in cleaning human-hair wigs versus synthetic wigs.
6. Clean wig with appropriate cleaner.
7. Arrange wigs and hairpieces into a style.
8. Place and secure the wig or hairpiece on the client's head.
9. Cut client's hair to accommodate hairpiece or wig.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 13: HAIR PRESSING AND THERMAL CURLING

COMPETENCY:
Demonstrate hair pressing and thermal curling service.

INSTRUCTIONAL OBJECTIVES:
1. Define and use terminology related to hair pressing and thermal curling.
2. Describe implements and supplies used in hair pressing and thermal curling.
3. List safety and sanitation procedures used when thermal curling or pressing.
4. Explain the purpose of hair pressing and curling.
5. Identify major factors related to the practice of hair pressing and thermal curling.
6. Describe how to touch-up the service.
7. Prepare client for hair pressing.
8. Analyze the condition of hair and scalp.
9. Apply safety and sanitation measures.
10. Apply pressing oil.
11. Perform soft or hard press with proper amount of heat and pressure.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 14: THERMAL IRONS

COMPETENCY:
Style hair using thermal irons.

OBJECTIVES:
1. Prepare client for service.
2. Apply safety and sanitation procedures.
3. Demonstrate dexterity in manipulating the iron.
4. Perform croquignole curl techniques.
5. Clip curl upon completion of curl formation.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

IMPLEMENTS AND EQUIPMENT

STUDY GUIDE

MODULE 1: MAINTENANCE AND SANITIZATION OF EQUIPMENT

COMPETENCY:
Maintain and sanitize implements and equipment.

INSTRUCTIONAL OBJECTIVES:
1. List the procedures used to maintain implements and equipment.
2. Differentiate between dull and sharp instruments.
3. List the proper method used to sanitize implements and equipment.
4. Describe conditions and materials that will damage implements and equipment.
5. Explain how to sanitize various types of equipment.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: INVENTORY

COMPETENCIES:

1. Inventory tools and equipment.
2. Select appropriate instrument for the service performed.

INSTRUCTIONAL OBJECTIVES:

1. Identify instruments and equipment by name.
2. Describe the purpose of each.
3. List the parts of the instruments and equipment necessary for their operation.
4. Demonstrate proper use and operation of each tool.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

MODULE 3: EQUIPMENT AND IMPLEMENT COORDINATION

COMPETENCY:
Coordinate hand and tool manipulation with: shear, razor, clipper, comb, curling iron, roller, and perm rods.

INSTRUCTIONAL OBJECTIVES:
1. Describe different methods of holding the instruments.
2. Evaluate each method for advantages and disadvantages.
3. Explain manipulative procedures.
4. Demonstrate proper coordination in the use of implements and equipment.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MANICURING

STUDY GUIDE

MODULE 1: PREPARATION, SAFETY AND SANITATION

COMPETENCIES:

1. Prepare the client and working area for manicuring.
2. Follow safe and sanitary procedures for manicuring.

INSTRUCTIONAL OBJECTIVES:

1. Identify equipment, materials and supplies used for a basic manicure.
2. Define terminology used in manicuring.
3. Demonstrate the proper set-up for a manicure.
4. List safety rules and sanitation regulations for manicuring.
5. Explain the use the various cosmetics used in a manicure.
6. Describe the purpose of a manicure.
7. Use all equipment on the manicure table properly.
8. Identify common nail shapes.
9. Discuss personal nail needs with client.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

MODULE 2: BASIC, LACTOL, AND HOT OIL MANICURES

COMPETENCIES:
Give a basic manicure.
Give a lactol or hot oil manicure.

INSTRUCTIONAL OBJECTIVES:
1. Describe and demonstrate the procedure for giving a basic manicure.
2. Describe common nail styles.
3. Explain the purpose of arm and hand massage.
4. Demonstrate arm and hand massage.
5. Differentiate between a hot oil and basic manicure.
6. Discuss the benefits of an oil manicure.
7. Follow lactol or hot oil manicure procedure.
8. Discuss filing and shaping of nails.
9. Demonstrate nail buffing.
10. Demonstrate how to remove old polish.
11. Use proper procedure to apply base coat, nail polish and top coat.
12. Explain the use of nail dry.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 3: NAIL REPAIR

COMPETENCY:
Repair broken or split nails.

INSTRUCTIONAL OBJECTIVES:
1. Identify nails in need of repair.
2. Select proper materials and supplies.
3. Use various procedures for repairing nails.
4. Evaluate the effectiveness of nail repair procedures.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: ARTIFICIAL NAILS

COMPETENCY:
Apply and remove artificial nails.

INSTRUCTIONAL OBJECTIVES:
1. Describe several procedures for applying artificial nails.
2. Evaluate the effectiveness of each.
3. Explain the preparation of the manicuring table, supplies, and equipment.
4. Identify the steps in applying artificial nails.
5. Demonstrate how to roughen nails.
6. Discuss nail selection, size and fit.
7. Practice applying artificial nails.
8. Remove artificial nail and excess adhesive.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 5: PEDICURES

COMPETENCY:
Give a basic pedicure.

OBJECTIVES:
1. Assemble and demonstrate the use of all equipment, materials, and supplies for a basic pedicure.
2. Demonstrate proper set-up.
3. Follow basic pedicure procedure.
4. Demonstrate how to buff callouses.
5. File toenails.
6. Give a footbath.
7. Fold and place tissue between toes before applying polish.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

PROFESSIONALISM

STUDY GUIDE

MODULE 1: PROFESSIONALISM PRACTICES

COMPETENCY:
Practice professionalism.

INSTRUCTIONAL OBJECTIVES:
1. Use and interpret terminology related to professionalism in the salon.
2. Differentiate between positive and negative grooming.
3. Identify and discuss professional ethics.
4. Support and promote a proper image and purpose.
5. Maintain appearance to comply with established standards.
6. Describe a good barber/cosmetologist-client relationship.
7. Communicate constructively with clients.
8. List professional development opportunities for barber/cosmetologists.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: STATE LAWS

COMPETENCY:
Follow state laws.

INSTRUCTIONAL OBJECTIVES:
1. Differentiate between a statue and a rule.
2. List the requirements necessary to practice in an establishment.
3. List the requirements necessary to manage an establishment.
4. Explain the responsibilities of the owners as listed in the state law.
5. Identify the requirements for all licenses.
6. Define the legal procedure used in the event of a violation.
7. Explain the requirements for an establishment.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 3: PLANNING AND OPERATING A BUSINESS

COMPETENCY:
Describe basic principles behind planning and operating a salon business.

INSTRUCTIONAL OBJECTIVES:
1. Explain elements employers and employees expect from each other.
2. List common operating policies.
3. Explain the purpose of various types of insurance.
4. Discuss time management practices and professional development opportunities.
5. Describe basic record-keeping practices.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

SANITATION

STUDY GUIDE

MODULE 1: SANITATION TERMINOLOGY

COMPETENCY:
Use and interpret technical terminology related to sanitation and disease producing agents.

INSTRUCTIONAL OBJECTIVES:
1. Define terms related to sanitation.
2. Explain why the study of bacteria is important to the barber/cosmetologist.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: SANITATION PRACTICES

COMPETENCY:
Practice personal, salon, and equipment sanitation.

INSTRUCTIONAL OBJECTIVES:
1. Describe various pathogenic and nonpathogenic organisms.
2. Define and describe physical and chemical methods of sterilization and sanitation.
3. Explain state laws relating to sanitation.
4. Identify commonly used antiseptics and disinfectants.
5. Identify how bacteria reproduce and at what rate.
6. List the essential ingredients bacteria need for growth.
7. Describe how bacteria can invade the body and some diseases they cause.
8. Discuss how bacteria can be transmitted in a salon.
9. Describe how bacteria are destroyed using physical and chemical agents.
10. List safety precautions for buying and storing chemicals.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

SCALP TREATMENTS

STUDY GUIDE

MODULE 1: SAFETY AND SANITATION PROCEDURES

COMPETENCY:
Follow safe and sanitary procedures for scalp treatments.

INSTRUCTIONAL OBJECTIVES:
1. Identify products which are applied before and after high-frequency current, infra-red, and ultra-violet lamps.
2. Compare and explain time limits for high frequency current, infra-red, and ultra-violet rays.
3. Determine when a scalp treatment should not be given.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: HAIR ANALYSIS

COMPETENCY:
Analyze physical and chemical hair damage.

INSTRUCTIONAL OBJECTIVES:
1. Define various types of alopecia.
2. Identify examples of physical and chemical hair damage.
3. Describe the damaging effect of ultra-violet rays, poor nutrition, dieting, drugs, and medications on the hair.
4. Recognize and differentiate between chemical, physical, and physiological conditions affecting the condition of the hair and scalp.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 3: PRODUCTS AND PROCEDURES

COMPETENCIES:

1. Identify scalp conditions.
2. Select and recommend appropriate products and procedures.

INSTRUCTIONAL OBJECTIVES:

1. Evaluate various scalp and hair conditions.
2. Differentiate between conditions affecting the hair and those affecting the scalp.
3. Describe treatments for various types of scalp conditions.
4. Explain the purpose of scalp and hair treatments.
5. Identify various types of products used for treatment.
6. Demonstrate appropriate applications of products.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

MODULE 4: BASIC SCALP TREATMENT

COMPETENCIES:

1. Give a basic scalp treatment with basic manipulations.
2. Select and explain the use of appropriate electrical equipment, products and procedures for clients' needs.

INSTRUCTIONAL OBJECTIVES:

1. List the types of hair brushes and the use of each.
2. Summarize the value of brushing and massage.
3. Describe the functions and benefits of the rake electrode, infra-red lamp, and hand vibrator.
4. Demonstrate the use of each of the pieces of equipment mentioned above.
5. Use the ten basic manipulations of scalp massage and identify the purpose of each.
6. Summarize the theory behind basic massage movements.
7. Describe the benefits that can be obtained from scalp massage.

LEARNING ACTIVITIES:

(Write learning activities in this space.)

EVALUATION:

(Write evaluation/checkout activities in this space.)

SHAMPOOING

STUDY GUIDE

MODULE 1: SAFETY AND SANITATION PROCEDURES

COMPETENCY:
Practice safety and sanitation procedures.

INSTRUCTIONAL OBJECTIVES:
1. Remove jewelry, earrings, and glasses as necessary from the client.
2. Adjust shampoo chair for safety and comfort.
3. Guide client into reclined position.
4. Check and maintain water temperature.
5. Use hand protection.
6. Wipe water from cape, chair and floor.
7. Sanitize shampoo bowl and work area.
8. Remove hair from drain.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

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MODULE 2: HAIR AND SCALP ANALYSIS

COMPETENCY:
Analyze the hair and scalp.

INSTRUCTIONAL OBJECTIVES:
1. Define technical terminology related to shampooing.
2. Explain and differentiate between physical and chemical hair alterations.
3. Name and locate the anatomical areas of the head involved in shampooing.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 3: PRODUCT SELECTION

COMPETENCY:
Select the appropriate shampoo and conditioning products.

INSTRUCTIONAL OBJECTIVES:
1. Describe and classify shampoo preparations.
2. Differentiate between detergent-based, acid-balanced, and medicated shampoos.
3. Identify the appropriate shampoo for different types of hair and scalp.
4. Identify types of after-rinses and explain their functions.
5. List the beneficial effects of shampoo
6. Explain the characteristics of a soap shampoo and a soapless shampoo.
7. Demonstrate hair brushing as part of a shampoo.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: RINSING AND CLEANSING

COMPETENCY:
Cleanse and rinse the hair and scalp.

INSTRUCTIONAL OBJECTIVES:
1. Discuss the importance of brushing and cleansing the hair and scalp as it relates to personal hygiene, appearance, and the shampoo process.
2. Drape the client.
3. Analyze and evaluate the hair and scalp.
4. Shampoo the hair.
5. Select and apply after-rinse.
6. Rinse hair thoroughly.
7. Sanitize the shampoo bowl.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

SHAVING

STUDY GUIDE

MODULE 1: SHAVING TERMINOLOGY

COMPETENCY:
Use and interpret terminology related to shaving.

INSTRUCTIONAL OBJECTIVES:
1. Define shaving terminology.
2. List the four shaving positions and strokes.
3. Identify the fourteen shaving areas.
4. Match the positions and strokes to the shaving areas.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 2: CLIENT PREPARATION

COMPETENCY:
Prepare the client for shaving.

INSTRUCTIONAL OBJECTIVES:
1. Apply the chair cloth.
2. Apply the headrest paper.
3. Apply the towel.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 3: SAFETY AND SANITATION PROCEDURES

COMPETENCY:
Follow safe and sanitary procedures for shaving.

INSTRUCTIONAL OBJECTIVES:
1. List the safety and sanitary procedures in shaving.
2. Identify the sanitation materials used in shaving.
3. Describe conditions which would prevent shaving the client.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 4: SHAVING PROCEDURES

COMPETENCY:
Shave client's face.

INSTRUCTIONAL OBJECTIVES:
1. Demonstrate how to hold a razor for the three basic shaving positions.
2. Stroke the razor using the same three positions.
3. Describe proper skin stretching techniques for each of the fourteen skin areas.
4. Describe proper skin and face preparation techniques.
5. Demonstrate shaving procedures.
6. Explain the difference between a once-over and the second time over.
7. Summarize the final steps in the finishing procedure.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 5: CLIENT CONSULTATION

COMPETENCY:
Analyze and consult with client to select appropriate style of beard or mustache.

INSTRUCTIONAL OBJECTIVES:
1. Identify various types of beard and mustache designs.
2. Match beard designs with facial features.
3. Match mustache designs with facial features.
4. Name instruments necessary for designing beards and mustaches.
5. Discuss reasons for wearing beards and mustaches.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)

MODULE 6: TRIMMING AND SHAPING BEARDS AND MUSTACHES

COMPETENCY:
Trim and shape a mustache or beard.

OBJECTIVES:
1. Explain the procedures used in designing beards and mustaches.
2. List the implements and products necessary for various beard or mustache designs.
3. Demonstrate the various beard and mustache design techniques.

LEARNING ACTIVITIES:
(Write learning activities in this space.)

EVALUATION:
(Write evaluation/checkout activities in this space.)